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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) attitudes and reading achievement in an innovative high school; (2) the interaction of learning styles and word type as they affect word recognition among kindergarten children; (3) two programed supplementary reading programs; (4) the relationship of nonschool factors to achievement in reading and mathematics; (5) a basal versus a correlated language arts approach to reading instruction; (6) the effect of tension control training on mathematics and reading achievement; (7) the effectiveness of selected teaching strategies integrating the teaching of science concepts and the improvement of reading and language skills; (8) the role of letter features in word recognition; (9) print awareness and self-correction behavior as predictors of reading achievement; (10) the effect of parent involvement on student achievement in reading and mathematics; (11) beginning readers' concepts about reading as related to language environment, attitude, and reading achievement; and (12) relationships between reading readiness, the prereading child's comprehension of certain deictic terms involving a shift in perspective, and first grade reading achievement. (HTH)

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Reading Achievement:

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Abstracts of the following dissertations are included in this collection:

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ATTITUDES AND READING ACHIEVEMENT OF STUDENTS IN AN INNOVATIVE HIGH SCHOOL

Burton, Elizabeth Hill
AN ANALYSIS OF THE INTERACTION OF FIELD DEPENDENT/FIELD INDEPENDENT LEARNING STYLES AND WORD TYPE AS THEY AFFECT WORD RECOGNITION AMONG KINDERGARTNERS

Carlton, Susan Beth
READING ACHIEVEMENT, STUDENT ATTITUDE, AND PROGRAM COSTS: A COMPARATIVE STUDY OF TWO PROGRAMED SUPPLEMENTARY READING PROGRAMS

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RELATIONSHIPS BETWEEN READING READINESS, THE PREREADING CHILD'S COMPREHENSION OF CERTAIN DEICTIC TERMS INVOLVING A SHIFT IN PERSPECTIVE AND FIRST GRADE READING ACHIEVEMENT

ATTITUDES AND READING ACHIEVEMENT OF STUDENTS IN AN INNOVATIVE HIGH SCHOOL Order No. 8129393

BILLEN, JUDITH MOORE, PH.D. *The University of Oklahoma*, 1981. 62pp. Major Professor: Robert L. Curry

The problem of this study was to determine whether students who attend an alternative high school experienced a change in attitude toward school, self and others; and, if any change was reflected in improvement in reading comprehension and reading vocabulary.

The purpose was to obtain information concerning the importance of exploring student attitudes when diagnosing and prescribing programs for disabled readers.

The subjects included in this study were attending an alternative high school in the Oklahoma City Public School System. They were composed of students who had been in attendance there for the entire school year and ranged from tenth through twelfth grade. The random sample included 20 males and 20 females.

The instruments utilized for data collection were: *The Gates-MacGinitie Reading Survey, F, Form I and 2* (1969 revision) and the *Oklahoma Scales*. They were administered to all enrolled students during the first and last month of the school term. Student responses were marked on separate handscorable answer sheets. All testing and scoring was done by the researcher.

Descriptive statistics were computed for male and female groups. They were used to test three null hypotheses. A *t* test for correlated data was computed to compare differences between each component of attitude and reading achievement. Chi square with Yates Correction Factor was computed to determine if relationships existed between measured attitude and reading vocabulary and reading comprehension. The .05 level of confidence was adopted as being significant for the purpose of this study.

The following conclusions were drawn from the study: (1) The male and female subjects showed a positive change (.01) in attitude toward school, self and others. (2) Male and female subjects showed significant growth (.01) in reading comprehension. (3) Male and female subjects did not show significant growth in reading vocabulary. (4) Attitudes toward school and others had a significant relationship (.05) to improvement in reading comprehension among male subjects. (5) Changes in attitudes toward school, self and others were not related to improvement in reading vocabulary or comprehension in the female group. (6) Changes in attitudes toward school, self and others were not related to improvement in reading vocabulary and comprehension among males and females attending an alternative high school were not significant.

Based upon the results and conclusions of this study, it is recommended that further investigative efforts be directed toward comparing changes in attitudes and its relationship to reading improvement among students attending traditional high schools to those of students attending alternative high schools. Additionally, literature suggests that individual attitudes become more indelible as students mature. It is recommended that further investigation, which includes samples of younger age groups, may clarify the issue concerning the relationship between change in attitude and reading achievement.

AN ANALYSIS OF THE INTERACTION OF FIELD DEPENDENT/FIELD INDEPENDENT LEARNING STYLES AND WORD TYPE AS THEY AFFECT WORD RECOGNITION AMONG KINDERGARTENERS Order No. 8119602

BURTON, ELIZABETH HILL, ED.D. *St. John's University*, 1980. 109pp.

The purpose of this study was to investigate whether differences in the word recognition achievement of kindergarten children were related to differences in cognitive learning styles. Specifically, the study examined the interaction between the subjects' field dependent/field independent cognitive learning styles and the recognition of minimal/maximal contrast word types. The influence of letter knowledge on word recognition scores also was evaluated.

The population of forty-two kindergarten subjects from a predominently white, lower, and middle class suburban community in Suffolk County, New York, included 21 children identified as field independent and 21 children identified as field dependent. Four testing instruments were selected: (1) the *Children's Embedded Figures Test*, the individually administered measure of field dependence which served as the screening device; (2) the *Cognitive Abilities Test*, the scores of which were used to ascertain the comparability of group cognitive functioning; (3) the Letter Recognition subtest of the *Metropolitan Readiness Test*, which provided data for the covariate measure, and (4) the individually administered word recognition tests which followed the treatment sessions.

A cycle of two lessons with either five minimal contrast or five maximal contrast words--each group of words presented in an identical instructional format--was taught to each subject. Lessons using three letter, rhyming, minimal contrast words and three to eight letter maximal contrast words were conducted during the sixth month of the kindergarten year. In a repeated measures design, students received both treatments according to a counter-balanced table of random assignment. Data obtained from immediate word recognition scores was analyzed to yield analysis of variance to test the study's hypotheses, and an analysis of covariance to test the influence of letter knowledge.

Major findings of the research included: (1) Field independent kindergarten subjects, overall, recognized more words regardless of word type. Degree of field dependence appeared to be a significant variable affecting word recognition. (2) Subjects, overall, regardless of field independent or field dependent cognitive learning style, recognized more maximal contrast words than minimal contrast words. Maximal contrast words appeared to present a variety of cues which affected word recognition scores. (3) Interaction between degree of field dependence and word type, under conditions of this study, was not significant. That dimension of the study appears to require further investigation. (4) Letter knowledge did not affect the significant overall word recognition scores of field independent subjects or the overall significant recognition of maximal contrast words. The cognitive learning style variable and the maximal contrast word type variable appear to be more closely associated with achievement in word recognition than knowledge of letters.

It was concluded that the field independent/field independent cognitive learning style preferences of kindergarten children significantly affected their word recognition scores and that kindergarteners in this study recognized more maximal contrast than minimal contrast words.

Implications of these findings for educational practitioners included the need to: (a) identify the cognitive learning styles of young children, (b) utilize different teaching techniques which would be congruent with identified cognitive learning styles, and (c) select meaningful, maximal contrast words as the first words to be taught.

Recommendations suggested direction for future research: (a) a longitudinal study to assess the relationship(s) between degree of field dependence and subsequent reading achievement, (b) research concerning the effect of training procedures for field dependent students, and (c) further exploration of the interactive variables associated with word types and cognitive learning styles.

READING ACHIEVEMENT, STUDENT ATTITUDE, AND PROGRAM COSTS: A COMPARATIVE STUDY OF TWO PROGRAMED SUPPLEMENTARY READING PROGRAMS Order No. DA8205708

CARLTON, SUSAN BETH, ED.D. *The Florida State University*, 1981. 169pp. Major Professor: Nell Kannwischer

This study investigated reading achievement, student attitude, and program cost-benefits and cost-effectiveness of Title I reading programs at two schools with comparable predicted reading achievement scores. School A utilized district adopted supplementary programmed learning materials (Hoffman Language Arts Reading Program) and was staffed by a reading teacher and two paid aides. School B used a similar supplementary reading approach (Ginn Reading 720 Tutorial Program) that utilized programmed materials and was staffed by one teacher, one paid aide, and three trained volunteer tutors. Subjects included all first and second grade Title I reading students at the two target schools.

Analysis of pretest/posttest reading achievement scores, obtained by administration of the California Achievement Test, Form C, indicated no significant differences (at the .05 level) in reading achievement between first grade students or second grade students in the two programs.

Two attitude scales (Title I Attitude Survey and Guice Attitudinal Scale) were administered to students. Guice survey results indicated no significant difference in attitudes between first grade groups; second grade scores indicated significant differences in attitude toward teacher (.05 α level) and school (.001 α level) in favor of School B (Ginn). Combined mean attitude scores were also significant (.01 α level) in favor of School B (Ginn). A significant difference (.05 α level) in Title I survey of first grade students at School A and School B favored School B.

School A program implementation costs (Hoffman) exceeded those of School B (Ginn). NPV (10 and 15% discount rates) calculated from a 5-year projected cost-benefit and cost-effectiveness analysis, showed School B's reading program to be more favorable economically than that of School A when only material costs were included and when volunteer service was treated as a quantitative benefit. When volunteer service was treated as a cost, School A's program showed greater economic benefits.

THE RELATIONSHIP OF NON-SCHOOL FACTORS TO ACHIEVEMENT IN READING AND MATHEMATICS

Order No. DA8204615

CARRIER, ROBERT JOHN, PH.D. *The University of Michigan*, 1981. 180pp. Chairman: Joseph N. Payne

Five non-school factors were identified as independent variables and include: (1) Absenteeism; (2) Family Structure; (3) Patient's Education (SES); (4) School Mobility; and (5) Self Concept. The dependent variables include percentile scores in reading comprehension, vocabulary, mathematics concepts and report card grades in reading and mathematics.

The study sample consisted of 286 students enrolled in grades two through six. The sample was also partitioned into the following subgroups: boys and girls; students in the top and bottom ten percent levels of achievement; students who have and have not repeated a grade; and students who like and dislike school.

The analysis of data resulted in the following conclusions: (1) *Absenteeism*: a critical mass effect is present in that vocabulary and math scores deteriorate significantly after 32 or more mean absences. Girls are absent significantly more than boys. (2) *Family Structure*: Virtually no significant differences in achievement between groups from two parent and mother-only families. (3) *Parent's Education*: There are significant differences in reading and vocabulary favoring students with having one or more years of college in the following groups: total sample; boys; non-repeaters; and students who like school. There are significant differences in vocabulary between the following groups who are, and are not, from *fathers* with one or more years of college: boys and students who like school. Mother's education appears to be more significantly related to achievement than is father's education. (4) *Residential Mobility*: There are no significant differences in percentile achievement between any student groups with zero, one and two or more school moves. There is a tendency for report card grades to decrease slightly as mobility increases. There are significant differences in report card grades for: the total sample; boys; and students who like school. (5) *Self Concept*: The top ten percent achievers (in mathematics) had significantly higher self concepts than the bottom ten percent achievers, and, the students who like school had significantly higher self concepts than the students who dislike school. There are moderate but significant correlations between self concept and achievement for the following groups: total sample; boys; non-repeaters; and students who like school.

READING ACHIEVEMENT IN SELECTED FIRST GRADE CLASSES: A BASAL VERSUS A CORRELATED LANGUAGE ARTS APPROACH

Order No. 8129839

CUMMINGS, ELMER JEROME, ED.D. *Duke University*, 1981. 238pp. Supervisor: Michael L. Michlin

A year-long field test was conducted in which the *Holt Basic Reading System, Levels 1-8* was compared with a correlated language arts approach, *Success in Beginning Reading and Writing: The Basal Concept of the Future.* By the end of the year, reading achievement of the first grade students in the Success program clearly exceeded that of the students in the Holt program. As measured by the Gates-MacGinitie Reading Tests (G-M), the Success group's mean reading achievement score was 50.11 as opposed to 39.21 for the Holt group. Translated into G-M national norms, the Success group's norm was 2.6 as opposed to 1.5 for the Holt group. The Success group exceeded the end-of-year testing norms by +8 months, while the Holt group fell below the national norm by –3 months. At the beginning of the school year, both groups, on the average, started instruction at the same depressed level: 4 months below the national norm.

No significant differences were found among the mean subgroup scores (high, average, or low) in the Success group at year's end. In contrast, Holt students remained stratified.

Also a count was made of the books read that were not part of either instructional program. On a per-pupil average, students in the Success program read 46 more books that year than the students in the Holt program.

Several professional and nonprofessional groups observed and compared the programs. In general, each group found Success to be a better program in several areas. No group found Holt to be a better program in any area.

Striking differences were found between Holt and Success including program format, organization and implementation, diagnosis, skill and vocabulary development, instructional materials and supplies, and in approaches to "motivation" and "enrichment." It was hypothesized that the Success program worked well for several reasons including its freedom and flexibility, its nearly-complete use of reading materials commonly found throughout society to the exclusion of basal readers; its extensive use of student writing and student-selected recreational reading; its drastic de-emphasis on written, diagnostic reading tests; and its rejection of ability grouping and controlled vocabularies.

THE EFFECT OF TENSION CONTROL TRAINING ON MATHEMATICS AND READING ACHIEVEMENT WITH ELEMENTARY SCHOOL CHILDREN

Order No. DA8203889

DRISCOLL, ANNAMAE, ED.D. *Boston University School of Education*, 1981. 182pp. Major Professor: Dr. Louis P. Aikman

This study was designed to investigate the effect of progressive relaxation developed by Edmund Jacobson, M.D. on academic achievement. The relaxation training was practiced for five months with ten and eleven year-old fifth graders in an elementary school setting. A pilot study was conducted to determine the appropriate length of time for the experiment, the most efficient sample size and most productive teaching methods for relaxation training. For the final study eighty-four students were randomly assigned to four classes in the school. Two classes were randomly chosen for the relaxation training. A pretest, in the academic areas of reading and math was administered to both groups. The design was a pretest-posttest control group design, to control all sources of internal validity.

The majority of the relaxation sessions were presented live four times a week. An occassional taped session, *Peace, Harmony and Awareness*, permitted the classroom teacher to conduct relaxation practices when the counselor was absent, or allowed the counselor to evaluate the students progress. Relaxation ability was judged by the use of a household thermometer and teachers' and counselor's biweekly observations.

Scores achieved on the posttest were compared by factorial analysis of covariance using age, sex, and intelligence as covariates and the pretest as a factor. An informal questionnaire administered before and after the study reflected changes that students noted in their reactions to varying stimuli. A rating scale at the end of the study reported the students' opinions of their ability to relax and the effects of the program.

Although it was hypothesized that the relaxation group would show significantly greater achievement in the academic areas of vocabulary, reading and math, the analysis of scores indicated that the group only made significantly higher gains in the academic areas of vocabulary, math computation, math application and total math. The mean gains for the relaxation group were higher than the mean gains of the control group in word attack skills and math concepts, but not sufficiently higher to be statistically significant.

Recommedations for further research were based on the following criteria.

Age was a significant covariate when comparing the gains of good and better relaxors which might indicate that teaching relaxation skills to older children to improve their academic achievement might prove worthwhile. The use of an anxiety test as a pre and posttest would determine whether the relaxation treatment was more effective with anxiety-ridden students. A pre and posttest based on creative skills would supply data as to the effect of relaxation on creative ability. A study which measured the effects of relaxation for a longer period of time would possibly increase the effects on academic achievement.

A STUDY OF THE RELATIONSHIP OF READING ACHIEVEMENT, LINGUISTIC AWARENESS, AND CONSERVATION IN THIRD GRADE CHILDREN

Order No. DA8201959

DUREN, KATHLEEN SUE, ED.D. *University of the Pacific*, 1981. 122pp.

The purpose of this study was to investigate the competencies of third grade students on linguistic awareness and conservation tasks, and to determine if these skills were related to reading achievement. Two measures of linguistic awareness were used in this study, the *Concepts About Print (Sand) Test* and the "Technical Language of Literacy" ("TLL") subtest of the *Linguistic Awareness in Reading Readiness Test*. The *Concept Assessment Kit--Conservation (CAK-C)* was used to determine conservation skills. The possible relationship between conservation and linguistic awareness was also explored.

Procedure. Eighty-two third grade students were drawn from two Title I schools in a large city school district. Participants were chosen based on their total reading score on the *Standford Achievement Tests--Reading (SAT-R)*. All students scoring above the 50th percentile (37) were included in the study. In order to have approximately the same number of students scoring below the 50th percentile, twelve students were randomly selected, using the table of random numbers, from each stanine below the 50th percentile. Selected children were then tested individually on the *CAK-C*, *Sand*, and the "TLL."

Findings. The resulst of this study showed that there was a significant relationship between the third grade students' linguistic awareness ability and their vocabulary, comprehension, decoding, and total reading scores on the *SAT-R*. Correlations between the *Sand* and the "TLL" and the *SAT-R* were significant ($p < .001$) and ranged from $r = .417$ to .660. All of the *SAT-R* subtests were significantly ($p < .001$) and moderately correlated with the *CAK-C* with the exception of decoding. The decoding score and the *CAK-C* correlation was significant ($p < .01$), but the correlation was small, $r = .291$. All three independent variables were significantly correlated to each other. The correlation between the two measures of linguistic awareness was $r = .644$. The *CAK-C* correlated moderately with the "TLL," $r = .388$. The *CAK-C* correlation with the *Sand* was small, $r = .290$.

The *Sand* was the best predictor of reading achievement, with the exception of the vocabulary score, which was best predicted by the "TLL." The *CAK-C* was the second best predictor of all the subtests of the *SAT-R*. No significant differences were found between the sexes on conservation, reading achievement and linguistic awareness.

Conclusions. The linguistic awareness and conservation skills of third grade students are both significantly correlated to reading achievement. The effects of linguistic awareness on reading achievement continue beyond the readiness level. Conservation was not as strongly correlated to reading achievement as linguistic awareness. Conservation and linguistic awareness were overlapping, both measuring, in part, similar abilities.

Educational Recommendations. A holistic approach to reading instruction received support. Children need to be taught reading in a setting in which they learn the communicative aspects of reading. More emphasis in the early primary grades needs to be placed on linguistic awareness skills. Remedial readers need to be screened on a linguistic awareness instrument to determine if they have acquired the necessary terminology and concepts. The importance of oral language skills for cognitive development and acquiring linguistic awareness skills cannot be overlooked. Time needs to be spent helping children acquire oral language before thay can successfully deal with written language.

TENSE WITHOUT SCOPE: AN ANALYSIS OF NOUNS AS INDEXICALS

Order No. DA8205526

ENÇ, MURVET, PH.D. *The University of Wisconsin - Madison*, 1981. 277pp. Supervisor: Associate Professor Robin Cooper

In model-theoretic semantics, it has been customary to distinguish between two classes of expressions claimed to differ in the kind of context dependency they exhibit. One class contains expressions like *I*, *now*, traditionally called indexicals. The second class contains expressions assumed to be non-indexical (though still context dependent), including nouns and verbs. One motivation for this distinction has been the assumption that indexicals behave differently from non-indexicals in that their interpretation is independent of the scope of negation or intensional operators such as tense, modals and propositional attitude verbs, whereas the denotation of a non-indexical is taken to vary according to the scope of sentential operators. In this study, I challenge the assumption that nouns and verbs are basically different from indexicals. I show that certain readings are not representable using traditional scope analysis, and that the scope analysis can be saved only by trivializing scope and introducing arbitrary operators. An adequate analysis is possible, however, if we treat nouns and verbs as indexicals. This treatment has further advantages. It allows different denotations for different occurrences of the same noun in a sentence, and automatically gives us the domain of quantification for noun phrases. It also allows a unified treatment of definite descriptions by letting the difference in the individual concept, directly referential and generic readings fall out of differences in contexts.

Another reason for distinguishing indexicals from non-indexicals has been the assumption that indexicals contribute their denotation to propositions, whereas non-indexicals do not. This was motivated by a pre-theoretic notion of propositions as objects of mental attitudes. Treating nouns and verbs as indexicals gives us the kind of propositions which fully characterize mental attitudes.

The analysis I propose also has the following advantages. (1) The interpretation of verbs in different languages is essentially similar, whether or not languages mark tense obligatorily. (2) There is no need to posit distinct syntactic derivations to account for ambiguities in definite descriptions, adverbs of quantification or scope of operators. (3) There is a close correspondence between the semantic system and surface forms of natural languages. Thus the picture that emerges from this kind of analysis is one of greater unity and simplicity.

AN INVESTIGATION OF THE EFFECTIVENESS OF SELECTED TEACHING STRATEGIES INTEGRATING THE TEACHING OF SCIENCE CONCEPTS AND THE IMPROVEMENT OF READING-LANGUAGE SKILLS

Order No. 8202759

FULTON, ANNIE NELLE WARE, PH.D. *University of Southern Mississippi*, 1981. 120pp.

Purpose of the Study. The purpose of the study was to determine whether selected teaching strategies used to teach science concepts while integrating the improvement of reading-language skills would significantly reduce the reading difficulties of seventh-grade students.

Procedure. One hundred eighty-six seventh-grade students in five science classes from four junior high schools in the Jackson Public School District participated in the study.

Comparative instruments were the *Science Concepts Test* developed by the investigator and the *Gates-MacGinitie Vocabulary and Comprehension* subtests (Forms 1 and 3).

Reliability of the *Science Concepts Test* was established by the test-retest-method and was determined to be .71. Reliabilities of the *Gates-MacGinitie* test were established by both the test-retest-method and the split-half method. Reliabilities ranged from .81 to .87 using the test-retest-method and from .88 to .96 using the split-half method.

Students were tested during regular science classes on two consecutive days prior to and immediately following the treatment.

Four teaching methods (A, B, C and D) were used in the study, and all students were taught the same science concepts. (1) *Method A* students used a program of "read-along-tapes" and specially prepared narratives and activity sheets. (2) *Method B* students used a program of narratives and activity sheets emphasizing short sentences, word syntax and vocabulary word etymology. (3) *Method C* students were read to by the teacher. This reading included all concepts, introductions and directions. (4) *Method D* students served as the control group.

The students' test scores provided the data employed in the statistical procedures used in the study. Data were analyzed using the Scheffe Test of Multiple Comparisons. The data were analyzed via the REDCOVAR computer program.

Results. (1) Data analysis revealed significant mean score differences between the control group and Method A on the Science Concepts Test. Differences at the .05 level also existed between Method B and Method C and between Method C and the control group (Method D). (2) The analysis showed no significant differences on the Vocabulary subtest. (3) The analysis revealed significant differences between Method A and Method B mean scores and between Method B and Method C on the Comprehension subtest.

A DEVELOPMENTAL STUDY OF THE ROLE OF LETTER FEATURES IN WORD RECOGNITION Order No. DA8211944

GUNDERSON, LEE PAUL, PH.D. *University of California, Berkeley*, 1981. 181pp.

The purpose of this study was to propose a theoretical framework predicting letter features essential to word recognition, observe essential features in isolation and context, observe features that allow awareness of context, and examine age and recognition strategies.

It was predicted that letters have two patterns of highly informative features: right-hand or right-hand plus vertical features. Stimuli were prepared with right, left, top, bottom plus vertical elements for such letters as b.

These four features were tested in three conditions, isolation, assumed context, and assured context. Eighty subjects from elementary schools in San Francisco were randomly selected at grades one, three, and five, as well as 20 left-handed third graders. Each subject read aloud 20 high-frequency words in isolation, combined into sentences (assumed context), and 35 words in sentences containing two words written in reduced letter cues (assured context).

Hypotheses included (1) there would be significant differences in recognition scores with right > top > left > bottom in isolation, top > right > left > bottom in context, and no isolation-context differences for all cues, (2) older subjects would recognize more words than younger subjects, (3) older subjects would benefit more from context than younger subjects, and (4) left-handers' scores would not differ from right-handers' scores.

Four levels of informativeness were observed in isolation, right > top > left > bottom, in context right > top > left > bottom (contrary to prediction), and no differences between isolation and context. Older subjects recognized more words than did younger subjects, there were no significant grade x condition interactions, and left-handers' scores did not differ from right-handers' scores.

Analysis of responses to the more informative cues revealed attention to features such as initial letter, equality of letters, and word shape. As context effects increased percentage of these miscues increased showing a direct relationship between letter features, word features, and context. An interaction between context and informativeness of letter cue was observed.

Educational and research implications were presented followed by the suggestion that reduced letter cues present a unique method for studying the relationship of letter features, word features, and context.

PRIMARY CHILDREN'S PRINT AWARENESS AND SELF-CORRECTION BEHAVIOR AS PREDICTORS OF READING ACHIEVEMENT Order No DA8203673

HARLIN, REBECCA LOUISE POTTER, PH.D. *The University of Florida*, 1981. 122pp. Chairperson: William R. Powell

This study examined the relationship of two print awareness indicators, the *Concepts about Print Test*, *Sand*, and the average self-correction rates or oral reading errors, to subsequent reading achievement. The following questions were raised: (1) Is there a difference in the development of awareness (a) among age levels, (b) among grade levels, (c) between prereaders and readers? (2) Is there a progression in the development of a self-monitoring reader across (a) book levels, (b) grade levels? (3) Does the ratio of self-correction to errors estimate the level of reading achievement? (4) Does the level of print awareness estimate the level of reading achievement?

The study sample consisted of 125 primary grade children (kindergarten through third grade) in an elementary school in Daytona Beach, Florida. The sample included two classes of kindergarteners, two classes of first graders, and all Title I second and third grade children.

All subjects were tested with the *Concepts about Print Test*, *Sand*, by the researcher. In addition, oral reading errors were recorded. Both indicators, the *Sand* and the average self-correction rates, were used to predict subsequent reading achievement.

The data were analyzed using Pearson-product-moment correlations, analysis of variance, linear and multiple regression analysis. The data indicated that the *Sand* scores were effective predictors of reading achievement for the Title I children, but the average self-correction rates were not. However, it was found through multiple regression analysis that the two indicators when combined did not effectively predict reading achievement. Scores on the *Sand* were found to correlate significantly with the *Comprehensive Tests of Basic Skills*, Levels B, C, and I; and the *Metropolitan Readiness Tests*, Levels I and II. Linear trends were found for the *Sand* scores and the subjects' age and grade levels. Self-correction rates appeared to fluctuate according to the level of the basal reader.

The conclusion drawn from the data is that indicators of print awareness, such as the *Sand*, are effective predictors of reading achievement for primary grade children.

READING-STUDY BEHAVIORS AND RELATED CHARACTERISTICS MANIFESTED BY FOUR ACADEMICALLY SUCCESSFUL HIGH SCHOOL JUNIORS Order No. 8202791

MICHALAK, JANET CAROL VUKOVIC, ED.D. *State University of New York at Buffalo*, 1981. 534pp.

The present investigation was exploratory; it intended to identify and describe the reading-study behavior of four high school juniors who demonstrated notable above average success in secondary school academic performance.

The investigation used a modified case study procedure to gather data during a six week period. Information obtained from cumulative record files; scores from the *Iowa Silent Reading Test* and the Brown-Holtzman, *Survey of Study Habits and Attitudes*; perceptions from student, teacher, and parent interviews; and classroom observations were combined to obtain descriptive data.

Results were presented in two chapters. Chapter IV presented individual case summaries in four parts. Part one consisted of personal characteristics which included home background, health history, educational history, extracurricular activities, and aptitude and achievement measures. The second part provided a description of general school and study behavior. Part three consisted of specific reading-study behaviors which included: purpose, previewing, reading and rereading to answer questions or for different purposes, some form of notetaking or marking, review or overlearning, preparing for examinations, and taking examinations. A holistic view was presented in part four. Observations of notable similarities and differences, identified through cross-case comparisons, were presented in Chapter V.

The following observations deserve further investigation: (1) The inverse relationship commonly associated with number of extracurricular activities and academic success was not supported. (2) These subjects were above average but not consistently powerful or flexible readers. (3) Two of the four subjects scores below the 50th percentile on five of the seven *SSHA* subscales and yet ranked in the top 10% of their class. (4) None of the subjects formally followed any one of 16 published reading-study systems identified in the review of related research. (5) The most formally constructed and consistently followed reading-study system was in the area of math. (6) The initial survey step of reading-study systems may not provide the conceptual framework for secondary students to use reading-study systems. (7) Observations suggested that one cannot realistically generalize research done at the college level to form one's framework at the secondary level.

THE EFFECT OF THE ANDREWS PRIMARY PARENT INVOLVEMENT PROGRAM ON STUDENT ACHIEVEMENT IN READING AND MATHEMATICS AND ON PARENT INVOLVEMENT Order No. DA8212259

ROLING, MARY ANGELA CAYLOR, PH.D. *University of South Carolina*, 1981. 167pp.

The purpose of this study was to find what effect the Andrews Primary Parent Involvement Program had on students' reading achievement, mathematics achievement, and parent involvement.

The Andrews Primary Parent Involvement Program implemented in Georgetown County, South Carolina, utilized the following treatment procedures. Classroom teachers identified Title I students who needed assistance with certain reading skills; the parents were contacted to participate in the Parent Involvement Program; teachers were trained and hired to teach groups of parents; parents were taught and given activites for reinforcing particular skills needed by their children; parents worked with their children at home using the activities; and a community worker contacted parents as needed between eight teaching sessions.

A pretest-posttest nonequivalent groups quasi-experimental design (with the pretest used as a covariate) was used to test the effect of the Parent Involvement Program on students' achievement in reading and in mathematics. In the comparison of reading achievement posttest scores from standardized tests using analysis of covariance, there was no significant difference in the means of students whose parents participated in the Parent involvement Program (the experimental group) and the means of students whose parents did not participate (the control group). Using the same statistical procedure on mathematics posttest scores, there was no significant difference in the means of students in the experimental group and the control group.

A comparison of pretest scores with posttest scores on a parent involvement questionnaire revealed that the Parent Involvement Program had a significant, positive effect on parental involvement as measured by the questionnaire.

Correlations of the parent involvement questionnaire posttest scores with posttest achievement scores revealed no significant relationship between parent involvement and either reading achievement or mathematics achievement.

Results of a questionnaire completed by eleven teachers involved in the Program revealed positive reactions, opinions and comments.

The conclusions were that the Andrews Primary Parent Involvement Program appeared to have no significant effect on reading and mathematics achievement; that the program had a significant, positive effect on parent involvement; and that there was no significant relationship between parent involvement questionnaire scores and either reading or mathematics achievement.

THE BEGINNING READER'S CONCEPTS ABOUT READING AS RELATED TO LANGUAGE ENVIRONMENT, ATTITUDE, AND READING ACHIEVEMENT Order No. 8201584

SWANSON, BEVERLY BRADFORD, ED.D. *University of Georgia*, 1981. 126pp. Director: Charles E. Johnson

The primary focus of this study was to examine the relationship of language environment to students' concepts about reading, attitude, and reading achievement. The secondary thrust was to investigate the relationship of first grade students' concepts about reading to reading attitude and achievement.

The Allen Level of Implementation Scale (ALIS) was used to assess the degree to which language activities were observed in first grade classrooms. Test-retest reliability of the ALIS was assessed and found to be .950. The student dependent variables were measured by the Linguistic Awareness in Reading Readiness test (LARR), Heathington Attitude Scale (HAS), MAT or SRA Total Reading Subtest, and the Hollingshead Two-Factor Social Index.

Observations in 33 first grade classrooms in three Georgia school systems and testing of their respective students occurred during the month of February, 1981.

Data were analyzed using the Kendall zero-order and partial correlations to determine the relationship between language environment and student dependent measures. To establish the relationship of first grade students' concepts about reading to attitude and reading achievement Pearson zero-order and partial correlation coefficients were computed between student scores on the three LARR subtests and scores on the HAS and MAT or SRA Total Reading Subtest. Nonsignificant relationships were found between level of language environment and student dependent variables. Slight to moderate positive relationships were found between first graders' concepts about reading, reading attitude, and reading achievement.

Further examination of the data analyses revealed that the study with the lowest classroom mean ALIS rating had decreased coefficient values when SES was partialled from the zero-order correlations. It was concluded that language experiences within first grade classrooms have some impact on deterring the effects of socioeconomic status. Furthermore, first graders with higher LARR scores have more positive reading attitudes and greater gains in reading achievement than students with lower LARR scores.

EARLY READERS: A COMPARATIVE ANALYSIS OF MATCHED PAIRS AND THEIR PERFORMANCE ON SELECTED COGNITIVE AND AFFECTIVE VARIABLES Order No. 8202270

THOMAS, KAREN FIELSTRA, PH.D. *University of Pittsburgh*, 1981. 147pp.

The purpose of this study was to investigate similarities and differences between matched pairs of early readers and non-early readers.

Fifteen early readers were identified from area nursery and kindergarten schools and matched in rank order of: (1) age; (2) intelligence-test scores; (3) socioeconomic status. Eleven gender matches were also made. The mean age of the sample was 5.1 with ages ranging from 4.5 to 5.9. The IQ-like scores were in the upper three ranges of the *Peabody Picture Vocabulary Test*, while socioeconomic classes were classified in the top three classifications of the *Minnesota Paternal Occupation Scale*. The racially mixed sample had nine girls and six boys as early readers.

Five major areas were investigated: (1) auditory and visual perception; (2) cognitive readiness factors of letter naming, listening comprehension, and language facility; (3) Piagetian measures of conservation; (4) personal attributes of self-concept, personality, and creativity; (5) and home/family factors.

Forty-three out of one hundred and sixty-eight children were screened for reading ability with Durkin's *Test for Identifying Early Readers* or with a list of words that the children said they could read. The criterion for qualifying as an early reader was the ability to read twelve words, but all early readers could read twenty or more words. Fifteen children qualified as early readers and were then matched with fifteen other children on aforementioned variables. These thirty children were then tested by the researcher on four separate occasions using the following instruments: *Bankson Language Screening Inventory*, Chabon Test of Four Tasks of Phonemic Awareness, *Ekwall Reading Inventory*, Goldschmidt-Bentler *Concept Assessment Conservation Kit*, Ziller *Self-Social Construct Tasks*, Minnesota Personality Profile II, the Torrence's Thinking Creatively with Pictures. Parents of all thirty children were then interviewed to ascertain home and family factors impacting on reading. A researcher-devised questionnaire was used for parental interviews.

The following findings were documented: early readers scored significantly higher than non-early readers on (a) all four measures of auditory perception; (b) two subtests of visual perception; (c) letter naming; (d) all five subtests of language screening instrument; (e) four of the six tasks of Piagetian conservation; (f) creative traits of flexibility, originality, elaboration; (g) and personality. There were no signifiant differences found on measures of: (a) visual analysis; (b) visual synthesis; (c) listening comprehension; (d) two tasks of Piagetian conservation; (e) creative trait of fluency; (f) and self-concept measures.

Two home factors were found to have statistical significance: early readers talked earlier than non-early readers, and non-early readers watched more hours of television per week than early readers. Also early readers differed from non-early readers in play habits: early readers preferred older children for playmates and adults as well as indoor play; early readers tended to be leaders rather than followers in play. Earlier readers took more educationally-oriented trips than non-early readers (e.g, museums, planetariums, libraries). Early readers watched more educational television programs and gained more reading behaviors from such shows than non-early readers.

Three different types of early readers were identified: (1) spontaneous readers; (2) indirectly-taught readers; (3) directly-taught readers. Differences were identified between the early readers in this study and the early readers in Durkin's study.

RELATIONSHIPS BETWEEN READING READINESS, THE PREREADING CHILD'S COMPREHENSION OF CERTAIN DEICTIC TERMS INVOLVING A SHIFT IN PERSPECTIVE AND FIRST GRADE READING ACHIEVEMENT

Order No. DA8205277

WAGONER, SHIRLEY AILEEN, PH.D. *University of Maryland*, 1981. 300pp. Supervisor: Dr. Robert M. Wilson

This study investigated one aspect of language usage in text, deixis. The reader, encountering such deictic words as *here/there, go/come, you/I/we*, must understand them in text from a point of view differing from that taken in speech. The relationship between comprehending these words in preprimer stories and first grade reading achievement was investigated and the predictive power of a deictic task was compared with a letter-name test and with teacher judgment. Children identified as "Ready" or "Not Ready" to learn to read were compared as to performance on the deictic task. The deictic words were analyzed with regard to difficulty, and apparent error strategies in relation to the "Ready" and Not Ready" groups. Possible effects of sex or prior familiarity with the stories were explored.

The deictic task was found to have a moderate but highly significant correlation with reading achievement according to the Pearson Product-Moment Correlation (.39, $p < .001$). As shown by a regression analysis, the deictic task was a better predictor (.155) than an upper case letter name test (.128) but was surpassed by teacher judgment (.382). "Ready" children performed significantly better on the deictic task than did "Not Ready" children ($p < .002$). The order of difficulty of deictic words was, from easy to hard, locatives *here/there*, verbs *come/go*, and pronouns *you/I/we*. "Ready" children performed better than "Not Ready" children on all words except *go*. Overall, children understood most of the words most of the time except for *I* and *we*. For the most part, similar strategies were displayed by "Ready" and Not Ready" children; "Not Ready" children simply made more errors on most items. Speaker and addressee were frequently reversed on *I* and *you*, causing errors. Full understanding of the plural aspect of *we* appeared to be only partially acquired at this age. No sex differences were found and prior familiarity with either story had no significant effect.

Findings indicate that comprehension of deixis in stories is related to early reading achievement but that it is not a particularly powerful predictor. This is consistent with the positioning of deixis as one of several differences between language in text and language in speech, and with the dimension of language in speech as one of four prereading dimensions of textual awareness. The difficulty afforded by pronouns suggests that perspective shifting in story context requires a step in cognitive processing beyond perspective shifting in everyday speech. Thereby, even though the accurate use of diectic pronouns in speech appears to be acquired much earlier, they do seem to cause problems in understanding text.

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